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ABSTRACT

An early education program undertaken by Williamsburg County Schools for children from kindergarten through grade 3 to counteract continuing problems of failure and low achievement throughout the school system is described. The plan calls for establishing a sound county-wide kindergarten program for five year olds; providing individualized instruction; maintaining at least 90% attendance for every child; developing 90% mastery of fundamental language skills by 90% of all children entering fourth grade; eliminating extreme deficit areas in psycholinguistic abilities; and providing an environment that will enable every child to become an independent learner. To accomplish these objectives, team teachers will use sequential skills development in open classrooms containing skills centers. Record sheets for evaluation include specific check lists for development of the following skills: gross motor, fine motor, personal-social; language, auditory perception, auditory memory, visual perception, visual memory; verbal and manual expression, phonetic analysis, picture, configuration and context clues, structural analysis, critical reading comprehension, reference skills, independent reading, functional reading, handwriting and 5 math sequences. (DJ)

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ED 068160

Early Childhood Education

Williamsburg County

Paper #2

1970-71 K-3 Program Description

Spring, 1970

Prepared in the spring of 1970, this bulletin was used as a handout to administrators, teachers, aides, and parents, following a presentation of the material at a series of county-wide meetings. It represents a consolidation phase of the developing program, having been preceeded by many months of planning, study, and training sessions.

PS 005879

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Early Childhood Education (K-3) Program

of

Williamsburg County Public Schools

1970-71

R. C. Fennell

Superintendent of Education

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Every child must be given opportunities to develop to his fullest potential, thus becoming an independent learner and a whole, responsible person.

Early Childhood Education Administration

County Board of Education	-	Mr. Marion B. Lee, Sr., Chairman
Superintendent of Education	-	Mr. R. C. Fennell
Coordinator of Title I	-	Mr. E. R. Reeves

Steering Committee

Area Superintendent	-	Mr. Leonard Reynolds, Chairman
Elementary School Principal	-	Mr. Columbus Giles
Teacher, Hemingway Area	-	Mrs. Ella Conyers
Teacher, Williamsburg Area	-	Mrs. Genelle Abrams
Teacher, Kingstree Area	-	Mrs. Margaret Dennis
ECEd. Staff Member	-	Miss Mary Harper

Staff Members

Field Coordinators	-	Mrs. Nell Corder
	-	Mrs. Carrie Gourdine
	-	Mr. Roger Stiles
	-	Mrs. Betty Woods
Readimobile Coordinator	-	Mr. Furman Demery
Follow Through Director	-	Mr. Napoleon Giles
General Coordinator	-	Miss Mary Harper
Full-time Secretary	-	Mrs. Debbie Watford
Part-time Secretary	-	Mrs. Verneida Cooper

Consultants and COP

Chief Consultants	-	Dr. Milly Cowles, Professor of Early Childhood Education University of South Carolina
	-	Dr. Kathryn Daniel, Professor of Educational Psychology University of South Carolina
COP, Resident Supervisor	-	Dr. Nancy McCutcheon, University of South Carolina
COP; County Coordinator	-	Mr. Marion B. Lee, Jr.
COP, College Sponsors	-	University of South Carolina South Carolina State College

Division of Early Childhood Education
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Background

The administrators of Williamsburg County's Public Schools sought a solution to the continuing problems existing in the school system. Among the problems were:

1. High percentage of retentions (21% at first grade, for example).

2. High percentage of non-readers in grades above primary level (non-readers at the primary level are reflected in the later years).

3. High percentage of students working below grade-level in all grades.

4. High percentage of absentees.

5. High percentage of children six, seven, and eight years of age in the lower tenth percentile in reading performance.

6. High degree of deficit increase with each year of schooling.

In order to deal with such problems, it was first necessary to identify some of the factors contributing to the causes, so a study (of assessment and evaluation) was undertaken in grades 1-3 in the county. Much data already existed, and additional information has been gathered in 1968-1970. All data were grouped into major categories (student population, instructional program, classroom environment, instructional personnel) and carefully studied. The most salient factors were isolated, by use of reliable research criteria and in consultation with county personnel and educational advisors.

After studying the information available, objectives were formulated and a plan for meeting those objectives was designed.

Assisting in the data collection were school administrators, classroom teachers, and county staff personnel. The objectives were pulled together from discussions at meetings with teachers, parents, school administrators, educational consultants, and staff members. The plan, herein proposed, for meeting the objectives has evolved from evaluation of the programs begun in kindergarten and first grades the past two years, and from study and consultation.

Some Existing Conditions

Student Population

1 in 5 repeats one or more of the first three grades

73% of all children in grades 1-3 from low-income backgrounds

35% of all children have defective speech patterns

60% have language deficits

40% are from families of 4 or more children

60% not ready for grade-expectancy work

Age range: 6-15 years, chronical

Instructional Program

74% of 1-3 classes used one basal text in reading

26% used two or more basal reading program

All classes used only one basal text in mathematics, in science, and in writing.

35% of the classes used no "readiness" program

50% of the classes began the children in whatever text was designated for the grade-level

90% of the classes used supplemental material (much of it being duplicated work-sheet type material or work-books)

Most classes used 2-3 groupings for reading instruction, but some used total group instruction.

Few classes used grouping for instruction in any content area other than reading.

Ratio of students per teacher range: 20/1 to 37/1

Classroom Environment

Many were in traditional arrangement: all students in rows facing teacher's desk.

Few had definite centers-of-interest

Most lacked storage space for students and teachers

Furnishing limited and much in need of repair or replacement

Lighting and heating poor in most cases

Most room walls dirty and/or dull

Instructional Personnel

10 Elementary School Principals

3 Elementary-High School Principals

35 First Grade Teachers

31 Second Grade Teachers

28 Third Grade Teachers

Teaching experience range: 0-44 years

average: 15 years

OBJECTIVES

Because we believe that the public school exists solely for the child, and because we believe that every child enrolled in the public school must be provided educational opportunities appropriate to his particular needs, our objectives are focused upon the children in the Williamsburg County schools.

1. Establish a sound county-wide kindergarten program for five-year olds.
2. Provide individualized instruction and continuous progress for every child, through a balanced program.
3. Maintain at least a 90% attendance for every child.
4. Have 90% mastery of the fundamental language skills by 90% of all children entering fourth grade in 1972 and each year thereafter.
5. Eliminate all extreme deficit areas in psycholinguistic abilities by 1972.
6. Provide a program in an environment that will enable every child to become an independent learner.

Objective 1

Establish a sound county-wide kindergarten program for five-year-olds by the end of the school term 1970-71.

10 elementary schools in the county

26 kindergarten classes to serve approximately 650 children

Each class will be contained, and each class will be staffed by a full-time teacher and a full-time teacher-aide.

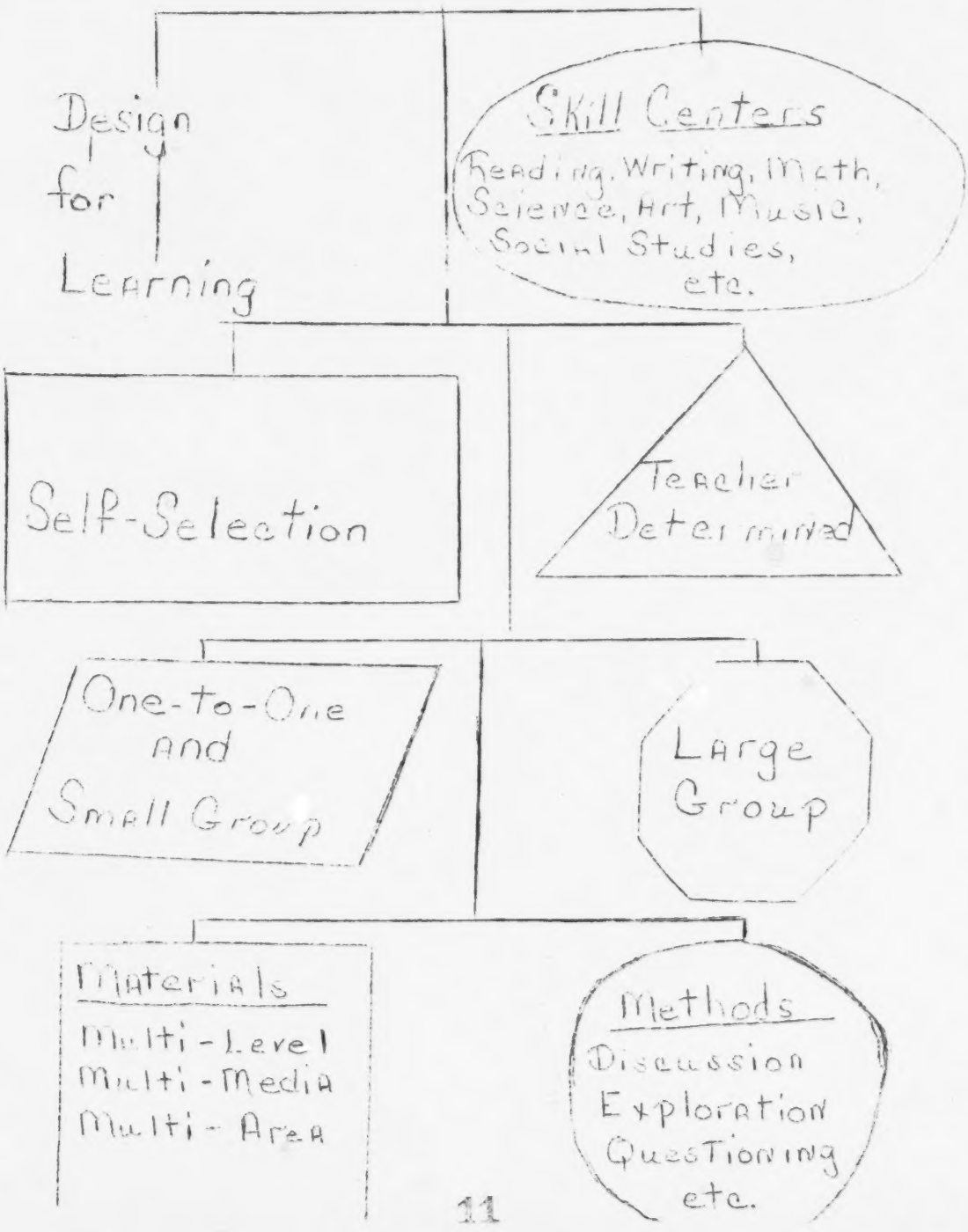
All classes will be on a full-day schedule.

All classes will meet local, state, and national criteria in terms of facilities, equipment, material, staffing, health, nutrition, safety, and curriculum.

The curriculum will be child-centered with a consistent focus on learning, giving particular emphasis to language development, motoric activities, exploration of physical world, and individual growth.

Objective 2

Provide individualized instruction and continuous progress for every child through a balanced program.



Objective 3

Eliminate all extreme deficit areas in psycholinguistic abilities of every child, by 1972.

Ten Psycholinguistic Abilities

(Fundamental to All Learning)

1. Auditory Reception
2. Visual Reception
3. Auditory Association
4. Visual Association
5. Verbal Expression
6. Manual Expression
7. Gramatic Closure
8. Visual Closure
9. Auditory Memory
10. Visual Memory

Objective 4

Provide a program in an environment that will enable every child to become an independent learner.

The Environment for Learning

A. The Physical Environment

Provide many areas, each area offering a variety of appropriate learning materials that will challenge the child and give him many different ways to practice and master the skills.

B. The Environmental Atmosphere

The instructional staff will maintain an atmosphere that is receptive of every child and conducive to his total development. Such an environment will be relaxed, warm, happy, supportive, and positive, which will result in the child's becoming secure in his surroundings and feeling good about himself and his abilities.

C. An Environment of Choice

Within a framework of purposeful learning activities every child will have many opportunities to choose what work he will do and with what materials he will work.

Objective 5

Have 90% mastery of the fundamental language skills by 90% of all children entering fourth grade in 1972 and each year thereafter.

Fundamental Language Skills

A. Listening

B. Speaking

C. Writing

D. Reading

1. Word Recognition
    a. Basic sight words
    b. Phonetic analysis
    c. Structural analysis
    d. Configuration and context clues
2. Comprehension
    a. Word and sentence meanings
    b. Main idea
    c. Details
    d. Classification
    e. Inferences
    f. Interpretation
3. Reference Study
    a. Parts of book
    b. Dictionary
    c. Outlining, summarizing

1970-71 Plan, K-3

In order to meet the stated objectives of the Williamsburg County K-3 Program it will be necessary to make the fullest possible utilization of all available resources: physical facilities, equipment and material, and administrative and instructional personnel. With this in mind, the following plan was developed.

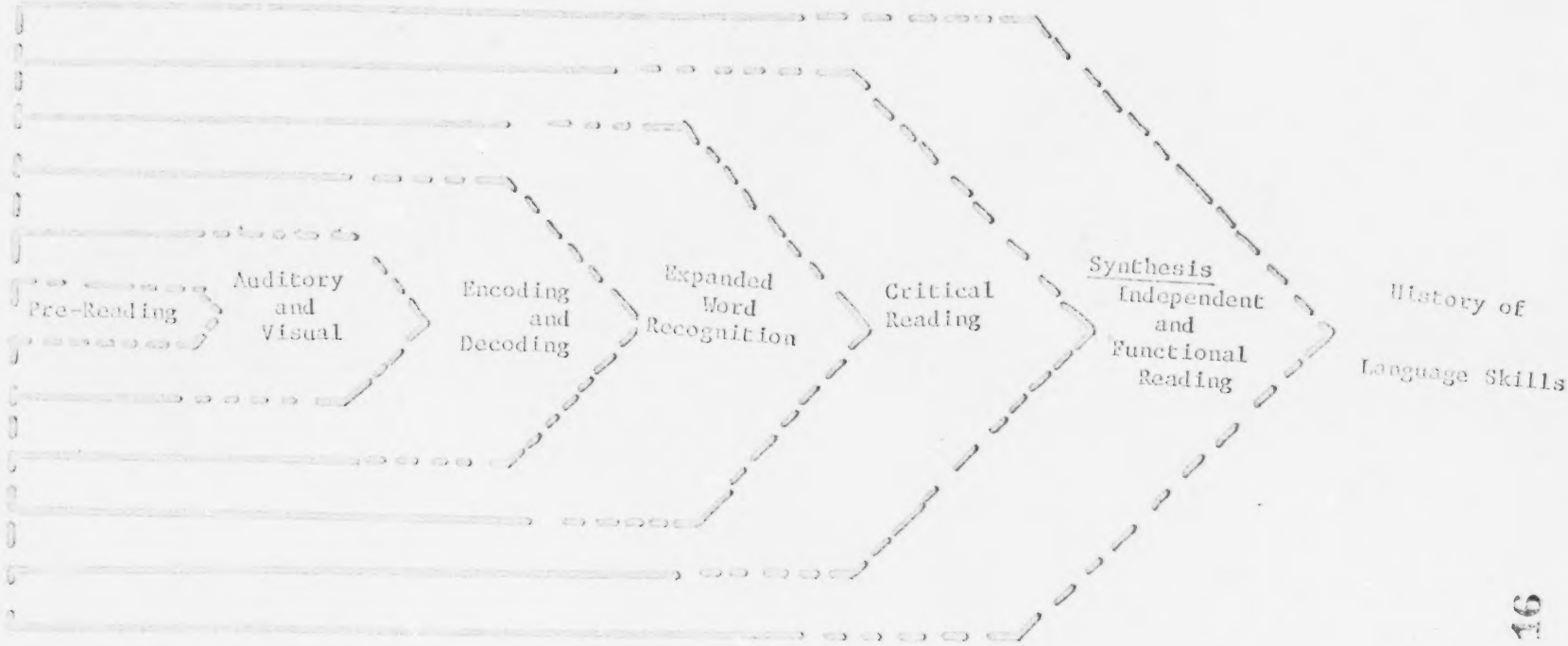
Sequential Development of Language Skills

Since mastery of basic language skills is our major focus, we have used the language skills as our base. However, there is a close corrilation between language development and mathematical skills development, so other areas of the curriculum have not been overlooked.

Please see the following two pages for further explanation of the sequential development of language skills.

SEQUENTIAL SKILLS DEVELOPMENT

w/ Branching and Recycling



Williamsburg County K-3, 1970

Sequence in Reading Development

1.	Pre-Reading	- Gross Motor Fine Motor Personal-Social Oral Language
2.	Initial Reading	- Auditory and Visual Encoding and Decoding
3.	Word Expansion	- Analysis Meanings Multiple Uses
4.	Critical Reading	- Inferences Interpretation Comparisons
5.	Functional Reading	- Reference Study Written Directions, Captions, Charts, Messages, etc.
6.	Content Reading	- Subject Areas Trade Books

Skills Development Centers

Classrooms will be arranged in Centers. Each Center will have several work areas, to accommodate several small groups at a time. Each area will be equipped with materials and supplies appropriate to the skill being developed.

The size and number of any given center will be determined by the number of children who need the skills of that Center. Centers may be increased or decreased throughout the year, again depending upon the need.

The arrangement of teachers and aides will be flexible and will be determined by the number of children per center.

Please see the next two pages for amplification of the above explanation.

360 children - 12 Teachers, 7 Aides

Center		Areas	
1. Pre-Reading	2 Ts	Manipulative	Library & A-V
and	1 A	Art	Instruction
Pre-Math	60 children	Science	Socio-Dramatic Play
2. Auditory-Visual	2 Ts	Listening	Library & A-V
Initial Reading	2 As	Writing	Instruction
Initial Math	60 children	Math	Art & Science
Initial Writing			
3. Word Expansion	2 Ts	Writing&Art	Library & A-V
and	2 As	Reading Instruction	Games
Mathematical patterns	60 children	Math Instruction	Social Studies
4. Critical Reading	2 Ts	Science	Reading
and	1 A	Social Studies	Mathematics
Computation	60 children	Music	Writing & Art
5. Functional Reading	2 Ts	Library&A-V	Games
and	½ A	Store	Study Carrels
Mathematical Construction	60 children	School Office	Crafts
6. Content Reading	2 Ts	Science	Library
and	½ A	Social Studies	Individual Carrel
Mathematical Reasoning	60 children	Mathematics	A-V

Skills Development Centers

① Pre-Reading	Mult. Media
Art & Science	Manipulatives
② Initial Reading	Audio-Visual
Initial Math	Art, Science, & Writing
③ Word Expansion	Mathematical Patterns
Writing, Art	Social Science
④ Critical Reading	Expression: Writing Art Music Drama
Science and Social Studies	Computation
⑤ Functional Reading	Synthesis of Math, Science, Social Studies, Writing ↓ Multi-Media
Individual Study Carrels	
⑥ Content Reading in Combination with Science, Social Studies ↓ Individual Study Carrels	Mathematical Reasoning
	Multi-Media

Team Teaching

Two or more teachers and one or more instructional teacher-aides will be the chief facilitators-of-learning for each child. This provides the child with two-to-three times the opportunity provided in a contained classroom with one adult. It also provides for each teacher, and aide, the opportunity to share her ideas and abilities with team members; to be a model to her collegues in the areas of her own strengths and expertise; to learn from the other team members; to become an active participant (and, often, catalyst) in the educational process; to become a master teacher!

The teaching team will work and plan together, assisted by the school principal, the Field Coordinator, and other teams within the school. Duties and instructional responsibilities of each team member will be determined by the entire team and adjusted as needed.

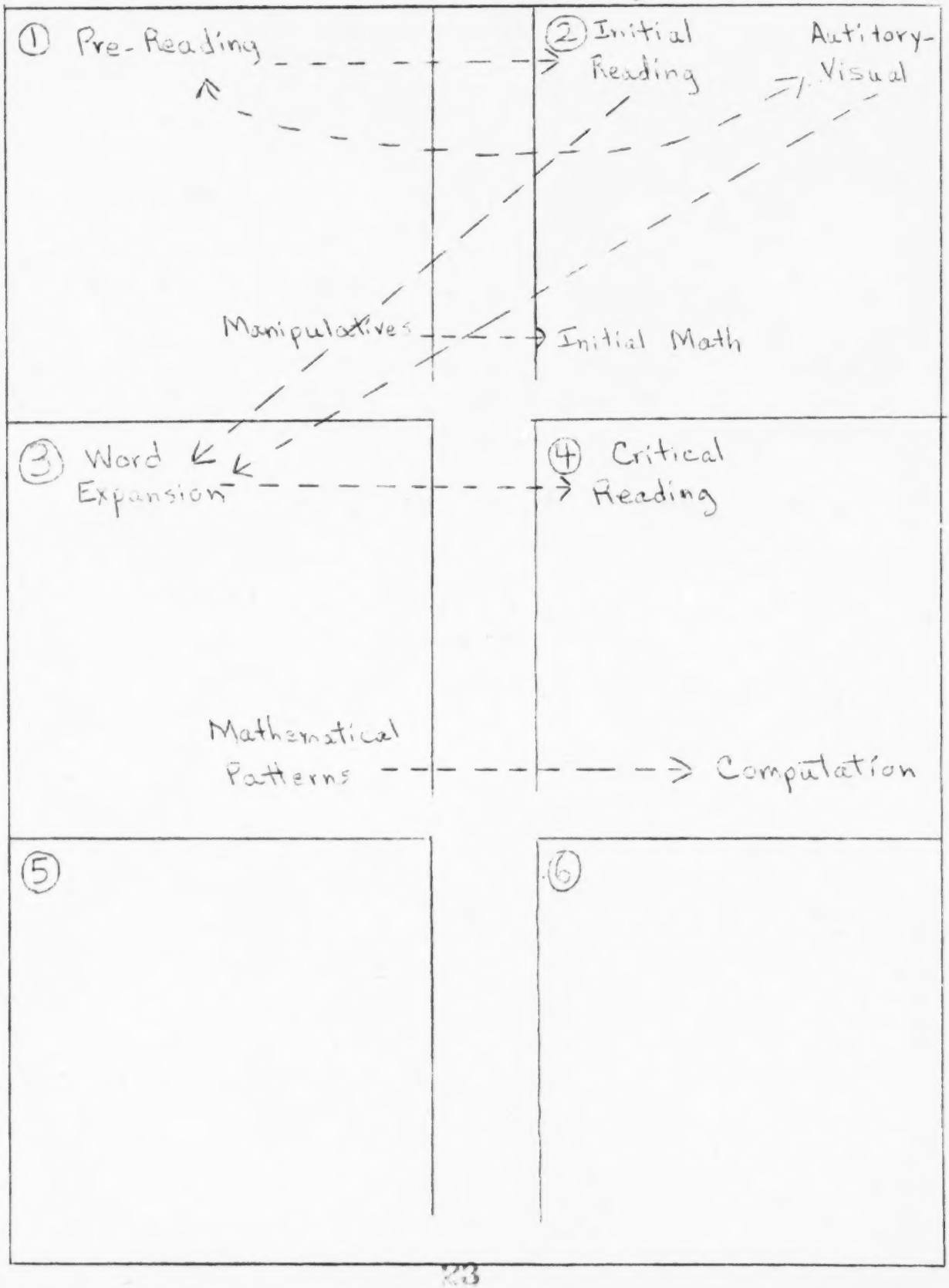
Continuous Progress

Initially, each child will begin in the program in the skills development that seems most appropriate for him. Determination on this matter will be made by the teachers and principal after carefully studying the progress-profile of each child in "1-3", and after considering any and all other available, pertinent information. Parents may be consulted, as well as former teachers. The only aim here is to place the child in that phase of the program that will most nearly match his ability. In so doing, the child will meet with sufficient challenge and with success.

When a skill is mastered (or nearly mastered, in some cases) the work in that center is no longer suitable and the child moves into a new and expanded sequence of skills, in a different environment of learning materials and with a teacher well prepared to guide his further development.

The following diagram gives an example of the continuous flow possible for one child or a number of children.

Continuous Progress



Training

Administrators, teachers, and teacher-aides need to be in on-going training for this or any other educational program. The Southern Association of Elementary Schools requires in-service training to meet accreditation standards; the State Department of Education requires up-dated study for certification renewal; the Williamsburg County K-3 Program is predicated upon training and re-training of all persons involved in the instructional program.

Pre-service and in-service training will be provided in 1970-71 for all administrators, teachers, and aides. Most of the training will be held here in the county. All teacher-aides will be in a work-study Career Opportunity Program (COP) that is designed to give college course study up to the completed degree. Much of this training will also take place in the county. The training institutions are the University of South Carolina and South Carolina State College.

The tentative schedule for training in 1970-71 is given on the following page.

1970-71 Training Schedule

K-3 Program

1970

June - July - 7 teachers in summer school, to complete degrees or to meet certification requirements
4 teacher-aides in first term of summer school, working on degrees

July 6-24 - 9:00-12:00 - Speech Improvement course (3 hrs. credit) for all COP trainees (75 people) =taught in Kingstree by Mr. H. E. Baud

July 20-24 - 1:00-3:00 - Two workshops for all COP trainees (no college credit): Audio-Visual, led by Mrs. Mary lee Hudson - Library Skills, led by Mrs. Margaret Williams
In Kingstree.

July 20-24 and July 27-31 - Two week-long conferences: Institute on Continuous Progress and Cooperative Teaching, at the University of North Carolina at Greensboro - 26 staff, administrators, and teachers from Williamsburg County to attend one or other of the conferences.

July 26-August 21 - Core pre-service training for all K-3 teachers, teacher-aides, and administrators, to be held in Kingstree - (3 hrs. credit) - instructors from the University of South Carolina, South Carolina State College, and other institutions.

Note: Teachers and aides in the first and second grades at Blakely, Lane, and Williamsburg Training are in the Follow Through Experimental Program and will be trained at a separate conference.

Coordination and Supervision

The elementary school principal is the chief supervisor-of-instruction in his or her school. The job of the Field Coordinators is to supplement, not surplant, the principal s instructional responsibilities.

An Early Childhood Education Steering Committee appointed by the County Superintendent of Education, guides and evaluates the over-all K-3 Program. Membership of the Steering Committee:

Mr. Leonard Reynolds Area Superintendent Chairman
Mr. Columbus Giles Elementary School Principal
Mrs. Ella Convers Teacher Hemingway Area
Mrs. Genelle Abrams Teacher Williamsburg Area
Mrs. Margaret Dennis Teacher Kingstree Area

The Early Childhood Education County Staff includes four full-time Field Coordinators who will work directly with the schools (administrators, teachers, aides, students, parents) alternating every eight weeks. The first eight weeks the Field Coordinators will serve schools as follows:

Mrs. Carrie Gourdine - Hebron Cades St. Mark
Mr. Roger Stiles - Hemingway Battery Park
Mrs. Nell Corder - Anderson
Mrs. Betty Woods - Williamsburg and grades K and 3 at Blakely Lane Williamsburg Training

Note: Follow Through classes will be served by a special field supervisor.

Dr. Nancy McCutcheon, of the University of South Carolina, will live in Kingstree and supervise the COP trainees in their study as well as serve as a course instructor.

Over-all coordination of the program and training will be the responsibility of the County Coordinator of Early Childhood Education, in conjunction with the County Superintendent of Education and the County Coordinator of Title I.

Evaluation

Continuous assessment and evaluation of the total program will be a vital part of the work. We must be accountable! We will base evaluation upon the stated objectives and furnish evidence to support the findings.

A longitudinal study was begun in 1968-69 and will continue for at least four years total.

Annual evaluations will continue, in terms of student progress, teacher training, and over-all program development. These evaluations are particularily useful in identifying areas of strength and areas needing modification.

Two samples of objective data gotten from testing are included in this report. The first, on Psycholinguistic Abilities, shows a deficit increase with each year of schooling. Although there is support here for kindergarten, shown in terms of the first graders having fewer deficit areas, the data are yet too incomplete to draw definitive conclusions. However, it shows clearly that our teacher-training must focus this summer on the skills of auditory association, grammatic closure, and visual memory.

The Standardized Test Findings for 1968-69 indicate substantial growth gains for 59% or more of all kindergarten children. This simply means the kindergarten program is being developed in the "right" direction and that we expect even greater gains with each subsequent year of operation.

The final page of this report is a sample of the Personal Progress Profile appropriate placement for every child entering the 1-3 Program in Williamsburg County in September, 1970.

Illinois Test of Psycholinguistic Abilities

2/13/70 Williamsburg County

Abilities Tested	1st Grade	2nd Grade	3rd Grade
1. Auditory Reception	27.87?	25.00-	22.37-
2. Visual Reception	32.29+	26.28-	22.19-
3. Auditory Association	24.39-	19.84-	20.22-
4. Visual Association	30.06+	24.31-	26.28-
5. Verbal Expression	30.58+	25.62-	21.62-
6. Manual Expression	33.84+	28.97?	25.62-
7. Grammatic Closure	19.93-	14.31-	10.84-
8. Visual Closure	40.32+	33.84+	32.88+
9. Auditory Memory	35.19+	33.18+	35.31+
10. Visual Memory	20.52-	15.84-	15.34-
Summary:			
Number Average	6	2	2
Number border	1	1	0
Number extreme deficits	3	m 7	8
CA - PLA	-13.03 mos.	-27.56 mos.	-35.09 mos.

Standardized Test Findings

Kindergarten 1968-69

	Preschool Inventory		Peabody PPVT	
	Per Cent Students		Per Cent Students	
Percentile	Pre-Test	Post-Test	Pre-Test	Post-Test
0	42	1	20	1
5-25	46	4	50	40
26-50	8	12	19	30
51-75	7	23	7	19
76-95	7	60	4	10

Name _____, _____ Birth ___,___,___ Sex ___
Yr. Mo. Day

Date	PPVT	Caldwell Inventory	G-M Readiness	G-M, 1-A V	G-M, 1-A C	G-M, 1-B V	G-M, 1-B C	G-M, 1-C V	G-M, 1-C C

	1969	1970	1971	1972	1973
Language Arts:					
Sequence 1, Pre-Reading					
Sequence 2, Audio-Visual					
Sequence 3, Incode-Decode					
Sequence 4, Word Expansion					
Sequence 5, Critical Reading					
Sequence 6, Functional Reading					
Sequence 7, Content Reading					
Mathematics:					
Pre-Math (Shapes, Sizes, etc)					
Initial Math					
Patterns and Symbols					
Computation					
Reasoning					
Writing:					
Forms letters correctly					
Uses base line, left-right					
Spaces between words					
Cursive form					

N - indicates need for improvement
Parent-Teacher conference necessary
S - indicates satisfactory progress
R - indicates rapid progress
M - indicates mastery

	1969	1970	1971	1972	1973
Attendance					
Days present					
Days absent					

_____
School

Early Childhood Education

Williamsburg County

Paper #3

Skills Development Objectives

Teachers and aides use these developmental skills objectives to guide their identification of individual children's needs, and as clues in planning for appropriate centers and/or directed activities that will provide learning opportunities to help the child master the needed skill(s).

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Pre-Reading Development Criteria

Gross Motor

Student's Name	Balances on one foot for ten seconds.	Hops on one foot	Standing broad jump	Throws ball overhand	Catches bounced ball	Heel and toe walk forward	Heel and toe walk backward	

Pre-Reading Developmental Criteria

Fine Motor

Student's Name	Copies ○	Copies +	Copies △	Copies □	Makes a tower of 8 small cubes	Imitates a cube bridge	Draws a man with 6 or more parts	

Pre-Reading Developmental Criteria

Personal-Social

Student's Name	Washes & dries hands	Helps with house-keeping	Uses spoon with little spilling	Buttons up (front)	Uses toilet independently	Separates easily from mother	Plays interactively with others	Cares for personal things	Talks with other children	Talks with adults	

Pre-Reading Developmental Criteria

Language

Student's Name	Points to named body parts	Names 2 out of 6 pictures	Follows simple statement directions	Gives first and last name	Comprehends cold, tired, hungry. *1	Comprehends 4 prepositions *2	Recognizes 3 colors	Gives opposite analogies. *3	Defines 6 words. *4	Tells composition *5	

*1 - Ask: What do you do when you are _____?

*2 - Give direction: Put the book on (under, behind, in front of) the chair.

*3 - Say: Fire is hot. Ice is _____.
Mother is a woman. Daddy is a _____.
A horse is big. A mouse is _____.

*4 - Six of these: ball, pond, chair, house, banana, curtain, hedge, store- any verbal indication of understanding is passed.

*5 - Ask: What is a spoon made of? a shoe made of? a door made of:

Auditory and Visual Skills Development

Auditory Perception

Child's Name	Identifies Gross Sounds (as bells, clapping, tearing etc.)	Identifies Less Gross Sounds (as cutting, tinkling, tapping)	Tells the Location of Sounds	Identifies Rhyming Words in Familiar Context (nursery rhymes, etc.)	Identifies Rhyming Words in Unfamiliar Context (as Pat dear/come here.)	Supplies Rhyming Words (You eat with me; I rhyme with moo)	Identifies Rhyming Words in an Oral Series (boat, boy, goat, coat)	Recognizes Same Word Repeated Orally in a series (boy, doll, boy)	Recognizes Spoken Words that Begin with same Consonant Sound (boy, run, ball)	

Auditory and Visual Skills Development

Auditory Memory

Child's Name	Imitates Sounds (as clock, train, animal sounds)	Reproduces Sounds in Various Rhythmic Patterns	Follows Oral Directions one: as "shake my hand."	"two: as "Stand up and tell us your name."	"three: directions"	"four: directions"	Retells, in sequence, a story	Reproduces Context Heard (as poem, song, etc.	

Auditory and Visual Skills Development

Visual Perception

Child's Name	Discriminates, by observing real objects, Gross, Less Gross, & Fine Differences	Difference, by observing pictures, in color, size, shape	Matches colors, shapes, pictures, letters, words	Arranges forms in directed sequence (as bead or block design)	Sees likeness in letter form (as OOLO or huhh)	Sees differences in word forms (as boy-toy or saw-was)	Identifies separate objects in a picture	Connects label words with objects (as sign "Door" with door)	Traces, Blocks Words, Colors, Cuts evenly, etc.	

Auditory and Visual Skills Development

Visual Memory

Child's Name	Names Familiar Objects	Names Pictures of Familiar Objects	Names, from recall, a series of 3-5 objects viewed and then covered	Identifies missing object from a series	Reproduces a series of pictures viewed and then scrambled	Fills in the parts of an incomplete picture	

Encoding and Decoding Skills Development

Verbal and Manual Expression

Child's Name	Speaks in Complete Sentences	Pronounces Spoken Words Distinctly, Accurately	Identifies and Names Alphabet Letters, both capital and lower case	Finds a Picture if Given a Verbal Clue	Progresses left-to-right in looking at a word, sentence, picture book, writing	Recognizes his own name and a few label words	Distinguishes between long and short words spoken and written	

Encoding and Decoding Skills Development

Phonetic Analysis

Structural Analysis

Child's Name	Identifies Sound and appearance of: 1. Initial Consonants (in word context)	2. Final Consonants d, k, p, t (in word context)	3. Rhyming Endings (in word context)	4. Consonant Digraphs wh, th	5. Vowels (short and long)		Recognizes Plural Forms: s, es	Recognizes word variants formed by adding s, ed, ing to the root word	

Word Expansion Skills Development

Picture, Configuration and Context Clues

Child's Name	Realizes pictures give clues to the written word in most stories	Uses the size & shape of words-their length, "upness and downness" for clues	Reads around troublesome word to decide what would make sense there.	Distinguishes between words easily confused (as saw-was, can-car)	Determines end of a sentence by punctuation mark used	Tells when capital letters are used in words, and why	Explains the meaning of basic punctuation: period, comma " " quotation marks " " question marks

Word Expansion Skills Development

Phonetic
Analysis

Child's Name	Identifies sound and appearance of: 1. All initial consonants	2. Medial Consonants	3. Final Consonants	4. Consonant blends (bl, gr, pl, st)	5. Consonant diagraphs (ch, sh, th, wh)	6. Rhyming endings (at, an, all, ay, old, ate, ing, ook, ow)	Substitutes 1. Initial consonants (boy, toy)	2. Final consonants (mat, man)	3. Vowels (man, men)	

Word Expansion Skills Development

Structural Analysis

Child's Name	Recognizes plural forms of words	Recognizes possessive forms of words	Recognizes compound words	Recognizes the root word of verbs ending in s,d,ed,ing			

Critical Reading Skills Development

Critical Reading Comprehension

Child's Name

	Distinguishes between reality and fantasy	Distinguishes fact from opinion	Identifies sweeping statements	Makes comparisons; infers meaning	Notices inaccuracies	Identifies the main idea	Finds supporting details	

Critical Reading Skills Development

Reference Skills

Child's Name	Distinguishes specific word meanings (bark of dog - bark of tree)	Locates information in a given selection	Identifies and uses parts of a book; title, contents, index, etc.	Uses picture dictionary to find a word, word meaning, spelling, etc.	Uses reference material to gain additional information	Can alphabetize, at least by first letter		

Content Reading Skills Development

Child's Name	Independent Reading	Remembers Word Meanings	Use phonetic and structural word analysis	Uses context clues	Finds and gives correct answers in a specific selection read	Makes interpretations and predictions from content read	Reads orally, with expression	Recognizes 120 basic words out of context (see Dolch list)

Content Reading Skills Development

Functional Reading

Child's Name	Applies previously learned skills to reading in subject areas	Reads signs, addresses, captions	Reads news items, messages, work plans	Reads calendars, simple charts	Writes & reads: a letter, a poem or story, a direction	Reads in unison, choral reading, lines of a play, etc.	Reads mathematical problems

Handwriting Skills Development

Child's Name	Can trace and cut shapes	Forms straight strokes	Forms circle and curve strokes	Uses base line	Recognizes letter shape	Attends to size and relative portion (tall, tail, letters, etc.)	Spaces between letters, words, and lines	Copies accurately from a model

Mathematics

in

Early Childhood Education

Williamsburg County Schools

In response to requests from administrators and teachers, your Early Childhood Education staff has prepared the following "Skills Development Check-List in the Area of Mathematics." Those mathematical concepts and computational skills that are considered basic for sequential development of mathematical knowledge have been included on the "check-list." Use the list as a guide, to help determine what skill(s) a child (or several children) needs--then plan ways and activities to help the child master the skill(s).

In addition to the "check-list" you are referred to the booklet, Guidelines for Mathematics in the Elementary School, a 1964 publication from the South Carolina State Department of Education. (See, especially, pages 2, 3, and 4, and then pages 8-12.)

Resource Material for Mathematics

No one program is recommended as being superior to another. Indeed, the greater the variety of methods and resource material, the more likely you are to serve the needs of the children.

In addition to the State Adopted Basal Textbooks, a current list of which you may get from your school principal, there are other programs you may want to examine and/or use. Please consult with your principal and one of the field coordinators if you want any assistance in selecting and securing additional resource material for your own study and/or use by and with the children. Do not limit your resources to text books!

Don't overlook any source, such as:

1. The school library
2. The natural environment
3. Activity centers, where direct application can be practiced

Math Sequence I													
Groups objects that are alike (Classifying by size, shape, color etc.)													
Compares 2 sets of objects, telling how many (a lot - a little, more than-less-than larger-smaller)													
Compares objects to show big-little, tall-short, heavy-light, hot-cold, etc.													
Arranges, disarranges, and re-arranges objects (as: 6 blocks lined up, then grouped in pile, then lined up again in the original order)													
Makes an exact copy of a model of up to 7-9 objects.													
Shows one-to-one correspondance by matching objects from two sets													
Recognizes and makes shapes:													
Copies a given pattern of objects or shapes (as a bead design)													
Given a set of objects with one object different from the rest, recognizes the object that is different													
Recognize a group of objects as a set													

Math Sequence II														
Forms equivalent sets (same number, as-many-as)														
Arranges sets from the smallest to the largest (and from the largest to the smallest)														
Can add or take away objects in one set, to make it equivalent to another set.														
Says number names in order or sequence, 1-10														
Can assign the number to a set (as: △△△△△△ -6 is the number here. Use various patterns: {△△△△△△}														
Recognizes an empty set (not-any, zero symbol)														
Names and writes the numeral for a set (0-10)														
Reads numerals (1-20)														
Joins sets {○}{○○} = {○○○}														
Separates sets {○○○○} = {○}{○○○} or other combinations {○}{○○○}														
Can tell ordinal position first through fifth, and first-last														
Counts objects from 0 to 100 orally														
Given a series of objects or shapes in a pattern, draws the next step of the pattern: △○□△○[ ]														
Describes a given point as inside, on, or outside a figure														

Math Sequence III														
Reads and writes numerals 1-100														
Names and uses the symbols +, −, =, <, 7 { }														
Matches number words with objects														
Matches numerals 0-10 with number words														
Adds "one-more" to a whole number (3 + 1 = □)														
Can remove a set of one from a larger set														
Adds and subtracts using zero as an addend														
Recognizes, names, and compares the value of penny, nickel, dime quarter, and dollar														
Orders events in time (today, yesterday, tomorrow, etc.)														
Counts from a number to a number (as: from 3 to 7, from 11 to 21)														
Counts by tens to 100														
Recognizes the number of tens and the number of ones in a given 2-digit number (34 = 3 tens and 4 ones)														
Finds the missing addend, using inverse operation (4+□ = 6, 6-4 = □)														
Divides a given set of not more than twenty elements into groups of equivalent sets														
Uses the measures: teaspoon, tablespoon, cup														
Reads and records weights by pounds, up to 100														
Writes a number sentence for a given pictured addition or subtraction problem														

Math
Sequence III, con't

Able to separate a line roughly into halves, using a point														
Can label and compare rays of different lengths														
Identifies a line segment as different from a whole line														
Can add and subtract, using a number line														

Math Sequence IV															
Records number experiences orally															
Records number experiences symbolically															
Lists the even numbers from 2 through 100															
Lists the odd numbers from 1 through 99															
Uses a ruler to draw a line segment from point-to-point															
Measures to the nearest inch, foot, yard															
Reads and records the temperature shown on a thermometer															
Tells time on the clock: hour, half-hour															
Reads the month, day, and year of a calendar															
Tells place value: ones, tens, hundreds															
Reads and writes number sentences															
Converts number sentences to vertical notation (11+3=□ then $\begin{array}{r} 11 \\ +\ 3 \\ \hline \end{array}$															
Separates and joins parts of a whole (fractions into halves, thirds, and fourths)															
Finds the missing addend with 2-digit numerals (21+□=43, 43-21=□)															
Adds two 3-digit numerals															
Subtracts 3-digit numerals															
Counts backwards from a number to a number (from 7 to 3, from 21 to 11)															
Given the number of tens and the number of ones, what numeral is it? (3 tens and 4 ones =□)															

Math
Sequence IV, con't

Can regroup sets using expanded notation to do informal "carrying" and "borrowing"													
Can make change up to 50¢													
Can draw an angle and label it													
Can draw parallel lines													
Reads and writes time: hour, half-hour													

Math Sequence V													
Reads, writes, and solves number problems in addition and subtraction of two numerals, each of which has no more than 3 digits.													
Reads and writes numerals to 1000													
Can assign place value to thousands, (expanded notation) (3254=3 thousands, plus 2 hundreds, plus 5 tens, plus 4 ones)													
Measures to nearest pint, quart, gallon													
Multiplies and divides (inverse operations) (2 XΔ =6, 6$\div$2 =Δ)													
Reads and uses symbols: X,$\div$,\$,¢, and decimal point													
Able to do simple problems in his head													
Reads and makes simple graphs													
Multiplies a 2-or 3-digit numeral by a 1-digit numeral (12 X 3, 423 X 3)													
Solves word problems using multiplication where the product is not greater than 25													
Finds the quotient of a division problem with a 2-digit dividend and a 1-digit divisor, using repeated subtraction (25 5)													
Divides a 3-digit numeral by a 1-digit numeral (with no remainder) $3\overline{)639}$													
Adds like fractions													
Subtracts a smaller fraction from a larger fraction													
Given addition and subtraction story problems, writes them as number sentences (3-digit)													

Math
Sequence V, Con't

Writes and solves equations for a story problem that requires the division of a 1 or 2-digit number by a 1-digit number												
Makes change and work problems from $10.00 (various subsets)												
Can use a compass and ruler to construct a circle and the radius and diameter												